

Strategic Improvement Plan 2021-2024

Toormina Public School 4506



School vision and context

School vision statement

Every student attends school regularly and respectfully engages in their learning, achieving academic excellence in literacy and numeracy across all key learning areas. Students take responsibility for their own learning and behaviours in a supportive environment. Families and community values and aspirations align with school, NSW Department of Education and Premier's priorities. Every teacher provides quality learning and meaningful feedback to improve student outcomes. Every staff member displays high expectations and actively engages in quality professional learning to collaboratively improve teaching and learning with a focus on reading and numeracy.

Leaders guide and support staff with high impact professional learning and collaboratively embed evidence-based teaching into practice. Leaders maintain high expectations of student growth and attainment, fostering a supportive and productive learning environment. Staff members regularly communicate with parents and carers and encourage open communication to actively engage families with their child's wellbeing and learning journey. High expectations and mutual respect are the foundation of all communication.

School context

The school is a K-6 school on the Mid North Coast of New South Wales. There are 268 students enrolled with fifty Aboriginal students (18.6%) and one English as an additional language or dialect (EALD) student. The school family occupation and education index (FOEI) is 121 with 47.3% in the bottom quartile and 23.6% in the second quartile. This results in the school receiving additional equity funding to help remedy educational disadvantage and provide support for our students. The school also receives funding to support students with additional learning needs through integration funding support. In total, the school will receive funding of \$3,483,907 for 2021. The majority of this funding is utilised to employ staff to support our students. Funding initiatives our school receives beyond equity funding includes professional learning, beginning teacher support, literacy/numeracy, school support allocation and EAfS.

Student carer profiles show a multicultural background with high-level training, employment and aspirations. Teaching and learning draw on the diversity of student and staff strengths by encouraging all students to develop their potential in a purposeful environment with supportive wellbeing systems. All staff have current Working With Children Checks and are accredited at proficient teacher level with some new teachers provisionally accredited. One staff member is engaging with the Australian Professional Teaching Standards to achieve highly accomplished teacher proficiency. Seven staff members hold postgraduate qualifications.

The school has modern facilities including technology suites, wonderful sporting opportunities, creative and performing arts with a tiered music room. Our school hosts the regional opportunity class for teaching gifted and talented students in years five and six. The school has a dedicated focus on literacy and numeracy with a climate that provides a foundation for lifelong learning. Quality teaching and learning is a major focus within the school. The school has received additional funds from the Priority School Funding Program since 2009. The school was identified as an Early Action for Success school in 2017 with an instructional leader appointed K-2 to monitor and support teachers and students to improve literacy and numeracy standards at our school. The school grounds back onto Toormina High School where the majority of our students enrol once commencing high school (70-90%). There are strong connections and transition programs with Toormina High School.

The whole school community, involving students, staff, parents/carers, P&C and the local AECG, was consulted to develop an authentic situational analysis, which was aligned to student data and led to the development of the strategic improvement plan. Through this process, the school has identified a need to further enhance student attendance, a sense of belonging as well as reading and numeracy growth and proficiency. This aligns with system-negotiated targets and is the basis for our strategic directions 2021-2024 - Student Growth & Attainment; Wellbeing; and High-Quality Teaching.

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student growth and attainment in reading and numeracy, we will augment instructional leadership and data driven practices.

Improvement measures

Target year: 2022

Increase the proportion of students achieving in the top 2 NAPLAN bands by 6.7% or more for reading and numeracy.

Target year: 2022

Increase the proportion of Aboriginal students achieving in the top 3 NAPLAN bands by 4.8% or more for reading and 5.5% or more for numeracy.

Target year: 2023

Increase the proportion of students achieving expected growth in NAPLAN by 7.6% or more for reading and 9.1% or more for numeracy.

Initiatives

Instructional Leadership

Develop systematic instructional leadership to sustain a culture of effective classroom practice, evidence-based teaching and ongoing improvement against NSW syllabus outcomes, so that every student makes measurable learning progress and gaps in student achievement decrease with a sustained focus on literacy and numeracy.

All school leaders demonstrate instructional leadership by;

- establishing goals and high expectations
- planning, coordinating and evaluating teaching and learning programs
- delivery of high impact professional learning
- ensuring an orderly and supportive environment
- strategically resourcing teachers and classrooms

Data Skills and Use

Develop a culture where consistent student assessment data is regularly and systematically collected and analysed school-wide to identify student achievements and progress, in order to reflect on the impact of professional learning, teaching effectiveness and inform the continual improvement of best practice, as well as explicitly plan teaching and learning in response to student achievement data.

- Internal assessment plan with established, diagnostic assessment packages K-6
- Planned data collection and analysis K-6 students shared by all staff
- Student learning needs identified and data is used to inform learning programs
- Instructional leader coordination of regular data collection and collaborative analysis on a strict timeline

Success criteria for this strategic direction

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching.

The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required.

The leadership team maintains a focus on distributed instructional leadership K-6 to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform practice.

Students consistently perform at high levels on external and internal school performance measures.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- NAPLAN and Check-in data and Scout reports
- Progressive Achievement Test (ACER) data
- Literacy and numeracy PLAN2 data
- Student data and work samples

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and adjusting strategies as identified.

Strategic Direction 2: Wellbeing

Purpose

In order to improve student behaviour and attendance, we will develop a strategic and planned approach to whole school wellbeing and attendance strategies, so that students maximise their time at school to connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increase the proportion of students attending school more than 90% of the time by 5.5% or more.

Target year: 2022

Reduce the proportion of students attending school less than 80% of the time by 2% or more.

Target year: 2022

Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school by 5.4% or more.

Initiatives

Attendance

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are designed to improve regular attendance rates for all students.

Align systems to promote and enable families to communicate students absences in a timely manner.

Coordinated management and tracking of student attendance by a member of the school executive liaising with classroom teachers and HSLO.

Celebrating and promoting positive attendance with students and families.

Implement systems to minimise the impact of prolonged absences on learning outcomes.

Planned Approach to Wellbeing

Develop a strategic and planned approach to develop whole-school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Members of staff linked with students to provide advice, support and assistance and time to connect.

Develop tiered support structures for students including

- **PBL** supports aligned with the NSW Department of Education Student Behaviour Strategy.
- **Got It** interventions linking families with appropriate support and health services.
- **Berry Street Education Model** with specific interventions for tier three students.
- Improved access to NSW Department of Education **Behaviour Specialists**.
- **Student and Family Support** position.

Success criteria for this strategic direction

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

The school has implemented evidence-based change to whole-school practices, resulting in measurable improvements in wellbeing/engagement to support learning.

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide support to help students fulfil their potential.

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- Tell Them From Me student surveys
- Sentral wellbeing and suspension data
- Attendance data
- Attendance rewards/promotions
- Student and mentor list

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and adjusting strategies as identified.

Strategic Direction 3: High Quality Teaching

Purpose

In order to bolster high quality teaching, we will strategically implement high quality professional learning and planned and supported reflective practices with a focus on student growth in literacy and numeracy.

Improvement measures

Target year: 2024

All classroom teachers participate in instructional afternoons to improve student learning outcomes in literacy and numeracy each semester.

Target year: 2024

All teacher professional learning is aligned to staff PDP goals, school priorities and Australian Professional Standards for Teachers.

Initiatives

Collaborative Practice and Feedback

All teachers work with stage colleagues to develop evidence-informed practices and knowledge to improve teacher quality.

The school accesses expertise to improve teacher efficiency and practice.

Classroom observations are structured and feedback is linked to the Australian Professional Standards for Teachers.

Teacher planning time is linked so collaborative practice is supported and promoted and linked to student learning needs identified by student data.

Common staff PDP goals are aligned to the strategic improvement plan and collaborative practice.

Learning and Development

High Impact Professional Learning is strategically planned to focus on long term goals linked with student literacy and numeracy needs.

Professional learning is identified and informed by student learning data and evidence-based practice highlighted by What Works Best.

Coordinated management and tracking of staff professional learning is linked to the Australian Professional Standards for Teachers and tracked via the MyPL database and Scout.

School leaders implement the 5 elements of the High Impact Professional Learning Framework for teachers and the 4 principles for building capability for non-teaching staff.

Principals lead the planning of professional learning aligned to school and departmental priorities.

Success criteria for this strategic direction

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback. This drives ongoing, school-wide improvement in teaching practice and student results.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

The leadership team establishes a professional learning community that is focused on continuous improvement.

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching.

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the impact of the initiatives towards meeting school improvement measures.

- Scout/NESA professional learning reports
- Instructional afternoon student data
- PDPs, class programs and lesson feedback

The evaluation plan will involve:

Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures and adjusting strategies as identified.